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ABSTRACT

At College of DuPage (CD), in Glen Ellyn, Illinois, institutional planning is a multi-level, on-going process involving continuous college-wide input. The nine schematic levels in the CD planning process are interconnected and progress from global and broad-based issues, answering such questions as why the college exists, to concrete levels indicating specific steps to be taken at the college. The planning levels have their own calendar of events and procedures and consist of the following: (1) Mission, identifying the college's state-mandated programs and fundamental purposes; (2) Vision Statement, providing strategic direction to fulfill the mission through a list specific future goals of the college; (3) Master Planning, describing future needs in the areas of education, human resources, computing, and finances; (4) Five-Year Institutional Goals, global in content, and established with college-wide input; (5) Short-Term Institutional Goals, broad statements seeking to build an organizational framework for meeting the five-year goals; (6) Area Goals, specific in nature and written by area administrators; (7) Budget Development, allocating funds according to the Area Goals; (8) Action Plans and Tasks, driven by the area goals and defining the objectives and activities of the individual areas; and (9) Implementation. External to the planning process, but providing important planning information, are the needs assessment/environmental scan efforts, and evaluation and feedback activities. Other related activities include futures forums, 25-year enrollment projections, and a 5-year planning/goals calendar. Appendixes provide the Mission and Vision statements, timelines of specific planning activities, and other relevant planning process information. (PAA)

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COLLEGE OF DUPAGE PLANNING PROCESS

COLLEGE OF DUPAGE PLANNING THE FOUNDATION FOR DECISION MAKING

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COLLEGE OF DUPAGE PLANNING PROCESS

The successful performance of an institution is directly related to effective planning and good decision making. College of DuPage has taken great care to design a multi-level, on-going process which involves continuous college-wide input. Each level has its own calendar of events with procedures to be followed. The categories near the top of this pyramid of planning are global and broad based, answering the questions such as why we exist and what we are going to be. The categories near the bottom are concrete and concise indicating the key steps that will be taken. Each level following the Mission is developed in support of its preceding level and prior to the following level. The subsumable levels incorporated into the planning process are:

Mission

Vision Statement

Master Planning
(Educational, Human Resources, Facilities, Computing, and Financial Master Plans)

Five-Year Institutional Goals

Short-Term Institutional Goals

Area Goals

Budget Development

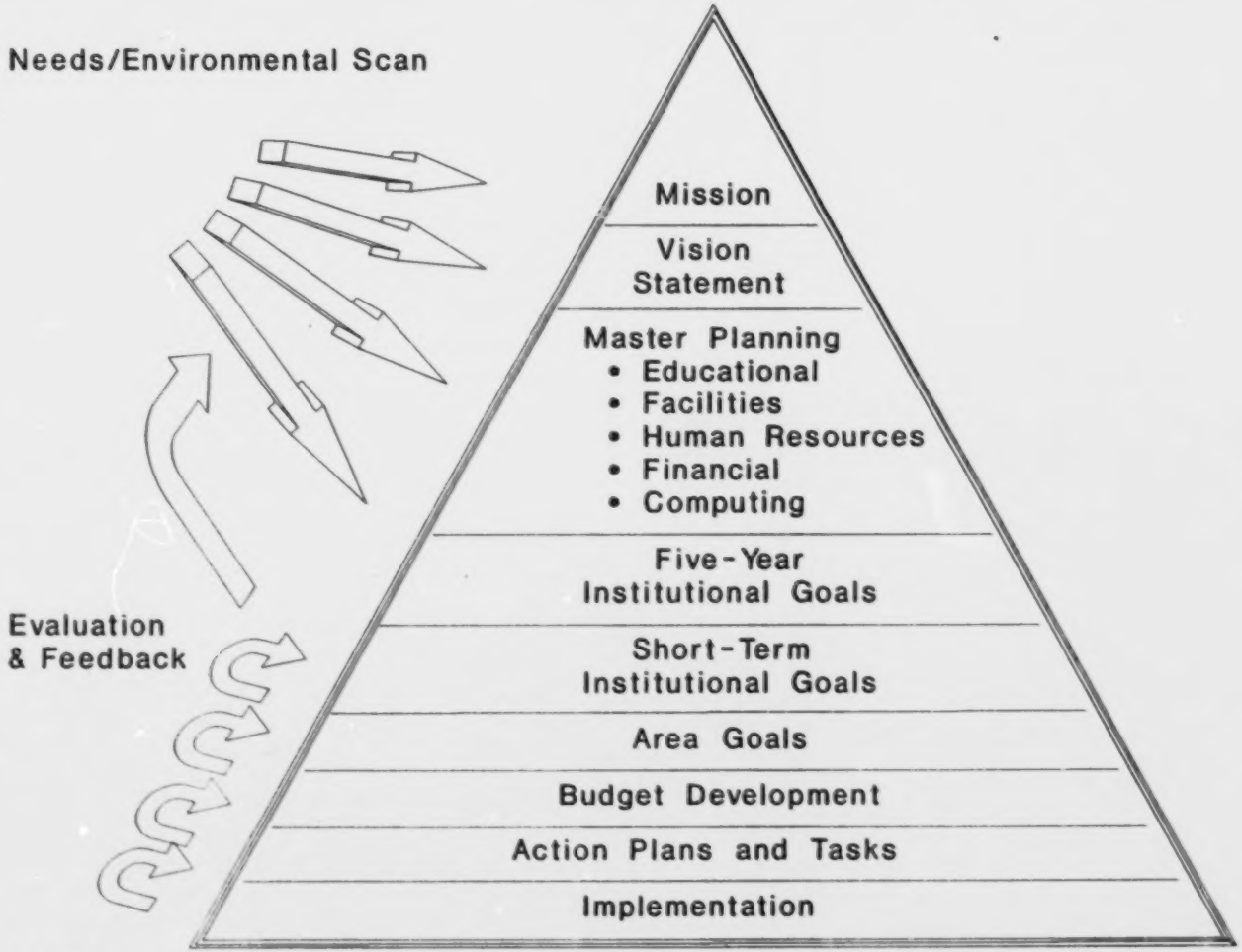
Area Action Plans and Tasks

Implementation

The planning model on page two shows how the levels fit into the planning process. There is an interrelationship and interdependence among the individual planning components. The emphasis is on the process of planning and the integration of planning rather than on the plans themselves. Additionally, the model indicates how the institutional planning process is influenced by the needs of its community and environmental scanning. These factors usually affect the top layers of the pyramid, though can and will have an impact on the bottom layers. These factors are normal for a comprehensive college which traditionally reflects the needs of its community.

In this era of accountability in higher education, College of DuPage's planning process strives to encompass all areas and facets of the college. From our individual Area Goals aggregating all the way up to our Mission, concern about effectiveness and efficiency of the academic enterprise as well as concern about our student population is always present. The following pages present guidelines for each planning level.

COLLEGE OF DUPAGE PLANNING MODEL



Mission

The Mission is a broad statement of state mandated programs and fundamental purposes; it embraces the social and intellectual aspirations of our institution. The Mission describes the identity of our college, i.e., its philosophy, clientele, and services. It is the foundation upon which the college and its planning process is built. The current Mission was adopted by the Board of Trustees on March 12, 1986, and it was reviewed during our Vision setting process in 1989. See Appendix A (page 8) for a copy of the Mission.

Vision Statement

To provide the college future direction leading into the 21st Century, a Vision Statement was adopted by the Board of Trustees in April 1989. A Futures Committee was formed, and they designed the Vision Statement that sets the stage for a variety of implementation activities to move the college toward its vision of the future. In support of the college's Mission, this strategic direction will help to fulfill the aspirations of our institution. A complete summary of the Vision Statement including a chronology of events and observations can be seen in the document, "Toward the 21st Century: A Vision for College of DuPage." See Appendix B (page 9) for a copy of the Vision Statement.

Needs/Environmental Scan

The major internal and external factors which may have a future impact on the college are reviewed. This takes place prior to formulating Master Plans, Institutional Goals, and Area Goals. The college's M.I.S. system provides a systematic way of collecting internal data and the Office of Research and Planning's database provides a systematic way of organizing and reporting the internal data. The Futures Forums, 25 year projections, surveys (Needs Assessment Survey), and the Service Area Profile provide environmental data. An environmental scan file is maintained in the Office of Research and Planning.

Master Planning

Educational, Human Resources, Facility, Computing, and Financial Master Plans are developed which support and indicate how the college will accomplish its Mission and Vision. Each plan indicates the future needs in programs, services, and/or resources for each of the master planning areas. The Educational and Facility Master Plans have a 20-year outlook and are reviewed every four years. The Human Resources Master Plan has a five-year outlook and is reviewed every other year. The Computing Master Plan has a three year outlook and is reviewed yearly. The Financial Plan has a five-year outlook and is reviewed yearly. See Appendix C (page 10) for an outline of the responsibilities.

Five-Year Institutional Goals

The Five-year Institutional Goals are established in the early fall with a roll-over process of the goals being reviewed every other year. They are formulated in support of our Vision Statement and the Master Plans, and prior to the Short-term Institutional Goals. The Five-year Institutional Goals are established by the Cabinet with college-wide input. These goals tend to be global in content and become the grand strategy of the institution. The current Five-year Institutional Goals are listed in the document, "College of DuPage Institutional Goals." See Appendix D (page 11) for a copy of the Institutional Goals Activities Calendar and Appendix E (page 12) for a schedule to establish Institutional Goals.

Short-Term Institutional Goals

The Short-term Institutional Goals are established in the fall of every other year. During the alternate year, a revision opportunity takes place in the fall. The Short-term Institutional Goals are formulated in support of the Five-year Institutional Goals and prior to the Area Goals. They are established by the Cabinet with college-wide input. They are broad statements with an emphasis on building a short-term, organizational framework to meet the Five-year Institutional Goals. Specific Cabinet members are assigned the responsibility of specific Short-term Institutional Goals in order to coordinate the effort toward achieving these goals. The current Short-term Institutional Goals are listed in the document, "College of DuPage Institutional Goals." See Appendix D (page 11) for a copy of the Institutional Goals Activities Calendar and Appendix E (page 12) for a schedule to establish Institutional Goals.

Area Goals

The Area Goals are established in the late fall of every other year. There is an opportunity to revise Area Goals every year in the spring during the final phase of the budget planning cycle. The Area Goals are written by the individual Area Administrators with their staff input, and they are formulated in support of the Short-term Institutional Goals. They are specific in nature and are the driving force to achieve the college's Institutional Goals. The Area Goals tell "what" each area of the college plans to accomplish during a fiscal year, and then each area establishes its objectives (action plans and tasks) to tell "how" it plans to achieve its goals. Upon completion of a draft of all C.O.D. Area Goals, Coordinating Institutional Goals Committees may be formed. These committees review the Area Goals and provide input to the Cabinet in order to assure an institutionally coordinated effort toward achieving the Institutional Goals. This input is utilized by the Cabinet and Area Administrators during the revision stage of the Area Goals in the Spring. The current Area Goals are listed in the document, "College of DuPage Institutional Goals." See Appendix F (pages 13 and 14) for a copy of the Area Goals Activities Calendar.

Budget Development

Planning is integrated into the budget development and allocation process of the college. The budget development is an institution-wide process that takes place within the guidelines of all the planning processes. At the Area level, this takes place after the Area Goals have been formulated but prior to their revision process. The budget development begins with the Board of Trustees and Cabinet in the late fall. In January it is developed at the Area level. The budget is finalized in the late spring.

Action Plans And Tasks

The action plans and tasks are the objectives and activities of the Area in order to accomplish its goals. These action plans or tasks are driven by the Area Goals and formulated prior to the implementation stage. They become the bridge or linkage between the goals and the operating budget. The prioritizing and writing of these activities are set by the Area staff. The completion of the action plans, unattainable tasks, and evaluation of ongoing projects will determine changes to the Area Goals during the revision phase.

Implementation

The implementation is where the action plans or tasks are set in motion. The fundamentals of all the strategy concepts are applied. It is this performance that will ultimately determine the desired outcomes.

Evaluation and Feedback

The evaluation process enables us to judge the effectiveness of the institution's activities (goals and action plans). There is a systematic plan of evaluating all Areas mid-year and end-of-year. A clearly defined list of goal outcomes is presented by each Area to its supervisor and then on to the Cabinet level. The mid-year accountability of progress enables Areas to prepare for successful end-of-year evaluations.

RELATED PLANNING ACTIVITIES

In addition to the previous functions, the college continues to develop and facilitate activities which enhance the planning process. The following are brief descriptions of these activities and planning functions.

Maintenance Activities

Within the established framework of the Mission, the college is involved with ongoing maintenance activities to maintain and improve quality. It should be noted that there is a difference between maintenance activities and goals. Goals are new initiatives which require particular effort and should be accomplished within a prescribed time frame. Maintenance activities, however, are ongoing efforts which are fundamental to meeting the Mission and Vision of the institution. See Appendix G (page 15) for a copy of the college's current maintenance activities.

Futures Forums

The forums have been developed in order to create an ongoing dialogue to build a broader strategic thinking process as well as to view the future of the institution through the eyes of college leaders. The forums function like a Rand Corporation "think tank." They explore future institutional directions to support and enhance the college's vision. The forums meet quarterly and are made up of the Cabinet and three representatives from each of the following: Administrative Council, Faculty Senate, Classified Personnel Association Executive Board, and Student Government. The Board is encouraged to attend. Community members may be invited as appropriate. The sessions vary in substance, approach, and topic; but all have a structure with flexibility and a focus on the college's future vision rather than the past/present. See Appendix H (page 16) for an outline on the Future Forums.

Planning Information

Planning information constitutes the basis of all planning activities. It presents indicators of stability and change in the college and its environment. Included is information from environmental scanning, the M.I.S. data base, focused research projects, and projections. This data and analyses contribute to a wider knowledge of how the college functions. It provides a comprehensive view of the institution to support the planning efforts.

25-Year Enrollment Projections

The charge of the 25-Year Enrollment Projection Committee is to project/forecast enrollment for the College of DuPage 25 years into the future. The projections will be reviewed every four years by the committee.

Timing/Responsibility Description For Planning Process

This description provides an overview of the timing, responsibility, and involvement in all levels of the planning process. The input necessary for each planning level is listed as well as the primary responsibility. See Appendix I (pages 17 and 18) for a copy of this description.

Five-Year Planning/Goals Calendar

The time of the year that each goal-setting process takes place is presented in the Five-Year Planning/Goals Calendar. This is an overview of the entire goal-setting cycle. See Appendix J (page 19) for a copy of this calendar.

APPENDIX A

C.O.D. MISSION

The community college system strives to fulfill the mandate of the Illinois State Constitution of 1970 which states "A fundamental goal of the people of the State is the educational development of all persons to the limits of their capacities." The community college system also is dedicated to the philosophy and concept of the public community colleges as set forth in the Master Plans for Higher Education in Illinois (1964, 1966, and 1971) and the Public Community College Act of 1965 as recodified in 1973.

Responsibility for the governance, administration, and operation of the community college districts is vested in the local district community college boards of trustees. The Illinois Community College Board provides general statewide planning, coordination, and leadership for the public community colleges of Illinois.

Within this established framework, the mission of College of DuPage is to provide educational opportunities of the highest quality for people of any race, creed, gender, or national origin who want to improve their vocational and avocational skills, or enjoy cultural or recreational activities. The college provides these educational opportunities in accessible locations throughout the district at an affordable cost to the student. To achieve this mission, the programs and services of the college:

Provide the first two years of baccalaureate education, including liberal arts, sciences, engineering, business, and pre- professional programs to prepare students for transfer to four-year colleges and universities with junior standing, as well as to meet individual educational goals.

Provide career education, including occupational, vocational, technical, and semi-technical programs for job training, retraining, and improving of skills, or to meet individual goals and local and state needs.

Provide general studies, including preparatory and developmental programs, adult basic education, and general education programs to meet individual educational goals.

Provide community education, including non-credit adult continuing education programs to meet individual educational goals.

Provide public-service activities, including workshops, seminars, forums, cultural programs, community surveys and facility usage to meet the needs of the community.

Provide student support services to achieve the programs of the institution, including admissions, counseling, testing, tutoring, placement, and special assistance for disadvantaged students and community members.

APPENDIX B

C.O.D. VISION STATEMENT

TOWARD THE 21ST CENTURY: A VISION STATEMENT

We envision a future in which the quality of life is rich, and the sense of community is strong. While reaffirming our pledge to maintain excellence in our primary objective--the education and development of those we serve--we concurrently accept the challenge to seek unexplored paths which may help prepare our community for the challenges of the next century. We dedicate ourselves to education and empowering more responsible citizens, promoting a better quality of life for residents of our district, and providing leadership in protecting our natural and human resources.

To progress from vision to reality, College of DuPage must, within the limitations of its resources:

- Offer educational opportunities which provide information and skills essential for meeting the diverse needs of living in the global community of the 21st Century.
- Offer educational opportunities for the underprepared, disadvantaged, academically talented, and at-risk student populations.
- Maintain a strong faculty development program which includes selecting excellent faculty and utilizing a cadre of master teachers to strengthen the art and craft of teaching.
- Seek partnership with and provide educational services and resources to the business, scientific, political, service, and educational communities.
- Develop and offer a leadership development program for community organizations, agencies, and individuals.
- Provide a program of fine and performing arts.
- Increase awareness of district, state, and national, and international issues.
- Serve as a catalyst to address issues which affect the quality of life in our community.
- Provide leadership to promote stewardship of the environment.
- Continually examine its programs and services to maintain its commitment to excellence and its capacity to respond to the future.

APPENDIX C

MASTER PLANNING

TIMING, RESPONSIBILITY, AND INVOLVEMENT IN THE PLANNING PROCESS

Educational Plan:

Timing--plans for 20 years; reviewed every 4 years
Primary responsibility--administrators
Input--board, classified, community, faculty, students
Approval--Board
Coordination of Educational Plan--Provosts

Facilities Plan:

Timing--plans for 20 years; reviewed every 4 years
Primary responsibility--administrators
Input--Board, classified, faculty, students
Approval--Board
Coordination of Facilities Plan--V.P. of Planning & Information

Human Resources Plan:

Timing--plans for 5 years; reviewed every other year
Primary responsibility--administrators
Input--Board, classified, faculty
Received for information--Board
Coordination--Director of Human Resources

Financial Plan:

Timing--plans for 5 years; reviewed yearly
Primary responsibility--Board and Cabinet
Input--administrators, classified, and faculty through the Educational and Facilities Master Plan and Computing Plan
Received for information--Board
Coordination--V.P. of Administrative Affairs

Computing Plan:

Timing--plans for 3 years; reviewed yearly
Primary responsibility--ACPAC and ASUAC
Input--administrators, classified, faculty
Received for information--Board
Coordination--Executive Director of Computing & Information Services

APPENDIX D

INSTITUTIONAL GOALS

PLANNING ACTIVITIES FOR ESTABLISHING INSTITUTIONAL GOALS

The Five-year Institutional Goals are established once every five years and reviewed/modified in the early fall of every other year. They are formulated prior to the Short-term Institutional Goals and in support of the college Vision Statement and the Master Plans. The Short-term Institutional Goals are established every other year in the fall. During the alternate year, there is an opportunity for revisions of these goals in the fall. The Short-term Institutional Goals are formulated prior to the Area Goals and in support of the Five-year Institutional Goals. The Institutional Goals are established by the Cabinet with input from the Board, administration, faculty, classified staff, and college constituency groups. The following is the process and a calendar in order to formulate the Institutional Goals. A detailed schedule will be provided prior to commencing the institutional planning process (see Appendix E for an example).

August	Cabinet utilizes input from President's Advisory Council/Cabinet meeting and Great College Retreat to begin formulating the Institutional Goals.
September	Distribute draft of Institutional Goals to the Board, Area Administrators, and constituency heads for college-wide input (additions, deletions, modifications). Area Administrators develop their own process to solicit meaningful input from their staff.
October	Deadline for Cabinet to receive input from the Board, Area Administrators, and constituency heads. Cabinet begins to review input and develops final draft of Institutional Goals.
November	Board review and approval of Institutional Goals.
November	Institutional Goals distributed to Area Administrators to begin establishing Area Goals. Area Goals due to Cabinet Officers in December.

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APPENDIX E

SCHEDULE FOR ESTABLISHING INSTITUTIONAL GOALS

Early May	1.	Great College Retreat. College issues identified.
Mid May	2.	Constituency Leaders/Cabinet meeting to identify educationally-oriented critical issues.
Mid June	3.	Board/Cabinet meeting to identify educationally-oriented critical issues.
Early August	4.	Administrative Retreat on critical issues and trends.
August	5.	Cabinet reviews current goals, schedule for establishing Institutional Goals, and list of issues from Nos. 1 and 4 above.
Early Sept.	6.	From all information collected, Cabinet determines new goal topics and makes Cabinet assignments for drafting goal statements.
Mid Sept.	7.	Cabinet reviews drafts of goal statements and makes revisions.
Mid Sept.	8.	Draft of Institutional Goals is shared with the Board.
Late Sept.	9.	Board input on draft.
Late Sept.	10.	Cabinet completes draft of new Institutional Goals.
Late Sept.	11.	Draft of Institutional Goals is distributed to all administrators and constituency groups for input. An announcement is publicized in the Greensheet for additional input from individuals. (One month allowed for input.)
Late Sept.	12.	Administrators solicit input from their work groups.
Late October	13.	Input is due from constituency groups, administrators, and individuals.
Late October	14.	Cabinet reviews input and develops revised draft.
Late October	15.	Board reviews final Institutional Goals.
November	16.	Board approval.
Mid November	17.	Final Institutional Goals are distributed.
Mid November	18.	Development of Area Goals begins.

APPENDIX F

AREA GOALS

PLANNING ACTIVITIES FOR ESTABLISHING AREA GOALS

The main emphasis of establishing Area Goals takes place every other year in the late fall. There is an opportunity to revise Area Goals every year in the spring. Area Goals are generally in support of Institutional Goals, however, area priorities may necessitate "Other" Area Goals. The Area Goals are written by administrators with input from their faculty and/or classified staff. The following is the process and a calendar in order to formulate these goals.

(AREA GOAL-SETTING PROCESS TAKES PLACE EVERY OTHER YEAR IN THE FALL)

October — Report to administrators at Administrators' Meeting describing planning activities regarding goal setting process. Area staff input is stressed.

November — Cabinet may appoint ad hoc committees to provide input on coordinating the Institutional/Area Goals.

November — Institutional Goals distributed to Area Administrators to begin establishing their Area Goals. Area Administrators solicit input from their area staff. Goals will be due to the Cabinet in December.

November — Research and Planning loads Institutional Goals into master file and distributes the 56 Area Goal disks with instructions, deadlines, and support materials for Area Administrators to load their Area Goals on the appropriate disk.

December — Areas complete draft of their goals and distribute a copy to their immediate supervisors for approval. Final copy of the area goals to be completed by late December.

Areas and immediate supervisors continue to send a copy of the goals back and forth until a final version is approved and the goals are loaded on the Area Goals disk. The disks are forwarded to the Cabinet.

Cabinet Officers approve area goals and forward them to Research and Planning to incorporate into the C.O.D. Institutional Goals Document.

December — Deadline for the Cabinet to collect all of the area disks containing the approved Area Goals.

December — Research and Planning receives disks of all Area Goals from the Cabinet (R/P will only accept area goal disks from Cabinet Officers as it indicates approval). Goals are coordinated and processed.

January — Draft of Area Goals completed by Research and Planning. Copies are sent to Area Administrators, and disks are retained to be distributed again during the revision cycle of the goal setting process. Cabinet receives complete set of all Area Goals.

APPENDIX F - Continued

REVISION PROCESS

(AREA GOAL REVISION PROCESS TAKES PLACE EVERY YEAR IN THE SPRING)

April	Begin Area Goal revisions--opportunity for any final revisions of Area Goals. Disks with copy of current Area Goals sent to Area Administrators with revision instructions. After input from area staff and Coordinating Institutional Goals Committees, Area Administrators send revisions to their immediate supervisors. Final revisions will be due late May.
May	Cabinet receives revised Area Goals. After approval, written copies of the goals and Area Goal Disks are sent to Research and Planning.
June	Research and Planning receives revised Area Goals. Goals are coordinated and processed.
June	Area Goal revisions submitted by Research and Planning to Cabinet for final review.
June	Area Goals are finalized and distributed to Board, Cabinet, and Area Administrators.

APPENDIX G

MAINTENANCE ACTIVITIES

Within the established framework of the Mission, the college is involved with ongoing maintenance activities to maintain and improve quality. It should be noted that there is a distinct difference between maintenance activities and goals. Goals are new initiatives which require particular effort and should be accomplished within a prescribed time frame. Maintenance activities, however, are ongoing efforts which are fundamental to meeting the Mission and Vision of the institution.

MAINTENANCE ACTIVITIES

Among the maintenance activities are:

1. Providing transfer, occupational, and community education.
2. Providing general studies, public service activities, and student support services.
3. Maintaining the open door in a culture where students come first.
4. Maintaining excellence and institutional effectiveness.
5. Recruiting, selecting, developing, and maintaining a highly qualified staff.
6. Providing training/retraining opportunities for district employees to keep abreast of changes in technology or the workplace.
7. Keeping the public informed about programs and services.
8. Maintaining public and private support to achieve mission and goals.
9. Maintaining appropriate institutional planning, leadership, and governance to prepare for the future.
10. Providing educational programs and modeling appropriate behavior in environmental and civic areas to foster civic responsibility and leadership in district citizens.
11. Maintaining the facilities in an acceptable manner.
12. Exercising leadership in community college organizations and conferences at the regional, state, and national level.
13. Insuring congruence in direction among the mission, vision, and philosophy (values statements).

APPENDIX H

FUTURES FORUMS

(Preparing for College of DuPage's Next Quarter Century)

WHAT: To create an ongoing dialogue in order to build a broader strategic thinking process and become a more enlightened community of people. Futures Forums will explore future institutional directions to support and enhance the college's vision.

WHO: Made up of the Cabinet and three representatives from each of the following: Administrative Council, Faculty Senate, Classified Personnel Association Executive Board, and Student Government. The Board is encouraged to attend. Community members may be invited as appropriate.

WHEN: Meets quarterly. Dinner, social time, and Forum; 6:00 to 9:00 p.m.

WHY: To become knowledgeable about the college as an entity and its interaction with the changing environment--to think and plan strategically in order to better serve our community.

HOW: Function like Rand Corporation "think tank." View the future through the eyes of college leaders. This is not a decision-making or problem solving group. If necessary, spin-off assignments, committees, or task forces will be assigned by the president.

PURPOSES:

1. Opportunities to develop greater understanding/awareness of environment and its influence on the college.
2. Encourage development of future thinking to influence daily decision-making/planning.
3. Opportunities for person-to-person interchange of ideas (leave titles/positions at the door).
4. Quarterly opportunities for college leaders to anticipate, create, and strategize for alternative futures.
5. Explore future institutional directions and goals to support the college's vision.
6. Provide ongoing input into the college's planning process.

APPENDIX I

TIMING, RESPONSIBILITY, AND INVOLVEMENT IN ALL LEVELS OF THE PLANNING PROCESS

Mission:

Timing--reviewed every 4 years as part of Vision review
Primary responsibility--Board and Cabinet
Input--administrators, classified, community, faculty, students
Approval--Board
Coordination--president

Vision:

Timing--reviewed every 4 years
Responsibility shared equally by administrators, Board, Cabinet, classified, community, faculty, students
Approval--Board
Coordination--president

Futures Forums:

Timing--quarterly as needed
Coordination--V.P. of Planning and Information

25-Year Enrollment Projections:

Timing--reviewed every 4 years
Coordination--Director of Research and Planning

Educational and Facilities Master Plan:

Timing--plans for 20 years; reviewed every 4 years
Primary responsibility--administrators
Input--Board, classified, community, faculty, students
Approval--Board
Coordination of Educational and Facilities Master Plan--Provosts and V.P. of Planning & Information respectively

Human Resources Master Plan:

Timing--plans for 5 years; reviewed every other year
Primary responsibility--administrators
Input--Board, classified, faculty
Received for information--Board
Coordination--Director of Human Resources

Financial Master Plan:
- Timing--plans for 5 years; reviewed yearly
- Primary responsibility--Board and Cabinet
- Input--administrators, classified, and faculty through the Educational and Facilities Master Plan and Computing Plan
- Received for information--Board
- Coordination--V.P. of Administrative Affairs

Computing Master Plan:
- Timing--plans for 3 years; reviewed yearly
- Primary responsibility--ACPAC and ASUAC
- Input--administrators, classified, faculty
- Received for information--Board
- Coordination--Executive Director of Computing & Information Services

Five-Year and Short-Term Institutional Goals:
- Timing--reviewed yearly
- Primary responsibility--Board and Cabinet
- Input--administrators, classified, faculty, students
- Approval--Board
- Coordination--V.P. of Planning and Information

Area Goals:
- Timing--reviewed yearly
- Primary responsibility--administrators
- Input--classified, community, faculty, students
- Received for information--Board
- Coordination--Director of Research and Planning

Budget Development:
- Timing--reviewed yearly
- Primary responsibility--administrators
- Input--Board, classified, faculty, students
- Approval--Board
- Coordination--Controller

APPENDIX J

FIVE-YEAR PLANNING/GOALS CALENDAR

JULY	OCTOBER	JANUARY	APRIL	JUNE

DURING FY93 THE FOLLOWING TAKES PLACE:

Evaluate FY92

- Review/Modify FY93 & FY94 Short-Term Institutional Goals

Review/Modify Vision/Mission Statements

Budget Development

▸ Review/Modify FY93 & FY94 Area Goals

DURING FY94 THE FOLLOWING TAKES PLACE:

Evaluate FY93

- Review/Modify 5-Year Institutional Goals
- Establish FY95 & FY96 Short-Term Institutional Goals

▸ Establish FY95 & FY96 Area Goals

Budget Development

▸ Review/Modify FY95 & FY96 Area Goals

DURING FY95 THE FOLLOWING TAKES PLACE:

Evaluate FY94

- Review/Modify FY95 & FY96 Short-Term Institutional Goals

Budget Development

▸ Review/Modify FY95 & FY96 Area Goals

DURING FY96 THE FOLLOWING TAKES PLACE:

Evaluate FY95

- Review/Modify 5-Year Institutional Goals
- Establish FY97 & FY98 Short-Term Institutional Goals

▸ Establish FY97 & FY98 Area Goals

Budget Development

▸ Review/Modify FY97 & FY98 Area Goals

DURING FY97 THE FOLLOWING TAKES PLACE:

Evaluate FY96

- Review/Modify FY97 & FY98 Short-term Institutional Goals

Review/Modify Vision/Mission Statements

Budget Development

▸ Review/Modify FY97 & FY98 Area Goals

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